

**LANGUAGE ARTS
MULTICULTURAL
PROGRAM**

(LAMP)

**47 Rainbow Drive
Hilo, HI 96720**

FINAL REPORT

2004 - 2005

Hawaii District Centers

PART 1

**HAWAII COUNTY ECONOMIC OPPORTUNITY COUNCIL
FINAL REPORT: July 2004 – June 2005**

PROGRAM: The Language Arts Multicultural Program (LAMP)

1. The purposes of LAMP are:

To improve the LAMP students' language, listening, speaking, reading, and writing skills through techniques and strategies designed to meet the needs of our children by:

-providing tutoring in the 3rd and 4th grade DOE classrooms during the day, according to a schedule.

-providing supplementary activities during the after school LAMP period that utilize the children's experiences so as to motivate and expand their interest to talk about, read about, and write about the world we live in.

To increase the awareness, appreciation and respect for all cultures and customs by:

-helping students to learn more about and to understand one's own culture and customs.

-helping to accept other cultures and customs by becoming more knowledgeable about other cultures.

-helping to stress similarities and to minimize differences among cultures.

To increase the parents' involvement in their children's education and to show parents that children's attitude toward school and learning can change when parents take active roles in their children's education by:

-acknowledging parents as primary teachers.

-encouraging parent participation in as many LAMP activities as reasonable.

-providing opportunities for parents to express their concerns so they can make constructive input in planning LAMP activities.

-helping parents to learn and to understand more about the school system and functions.

-facilitating communication between parents and the DOE school staff.

To improve the students' socialization skills with their peers and with members of other ethnic groups by:

-providing activities that will involve students, parents, classroom teachers, and individuals of various ethnic backgrounds.

-providing students with a minimum of four multicultural activities per quarter.

To improve the students' self esteem by:

-providing individualized instruction and assistance regularly.

-by providing activities with built-in success factors.

2. Target Groups:

The target groups of this program are underachieving students primarily in grades 3 and 4 who are referred by the principals, teachers, and/or counselors of the participating schools.

Criteria for selecting students in LAMP are students:

1. who are underachievers in the basic language arts areas.
2. who are performing generally below expectations.
3. who need to develop positive self-concept and self-awareness.
4. who would profit from increased home/school contact.
5. who would not be simultaneously receiving other supplementary assistance.

3. Objectives of LAMP are:

70% of the project students will gain a minimum of 2 percentile points per year as measured by The Stanford Diagnostic Reading Test, Reading Comprehension subtest.

80% of the project students will attain 4.5 in writing or gain one (1) point in writing skills as measured by the SAT Writing Assessment on a seven (7) point scale, one (1) being low.

70% of the project students will attain 4.5 on the Keaukaha Oral Language Test or gain (1) point in listening/speaking skills on a seven (7) point scale, one (1) being low.

80% of the project students will achieve 80% on the teacher applied LAMP Teacher's Attitudinal Observation worksheet or make an increase of 10% between the pre and post scores.

90% of the project students will improve in their socialization skills by 10% as determined by the pre-post administration of the teacher administered Student Socialization Evaluation.

100% of the parents of the project students will be contacted by the LAMP staff a minimum of four (4) times during the year.

4. Attachments:

Included in this report are support letters from parents, students, and other school personnel.

- 5. Pahala Elementary School was dropped as a LAMP Center in July 1999 when LAMP funds for the 1999-2000 year were initially denied. Funds were partially restored in January 2000 but inadequate to operate three centers so the decision was made to use the allotment to continue LAMP with one teacher and two aides at the Kapiolani and Kea'au LAMP centers from January 2000 through June 2000. This arrangement continued throughout the 2000-2001 school year.**

When LAMP funds were increased in July 2001, Kalaniana'ole LAMP was established. Subsequently, Kalaniana'ole was dropped in July 2002 after one year in operation when funds were again decreased. Since July 2002, only Kapiolani LAMP and Kea'au LAMP have been in operation, both being staffed by one teacher and one aide at each center.

HAWAII DISTRICT LAMP CENTERS

PROJECT IMPACT

FINAL REPORT: July 2004 – June 2005

Comments on the SAT Reading Comprehension Results

One of the major objectives of LAMP is to increase the reading achievement levels of the 3rd and 4th grade LAMP students. In September 2004, pre-test scores of students in LAMP were gathered by administering the 1995 Stanford Diagnostic Reading Test; post-tests were administered in May 2005.

Only students who had both pre and post test results were included in the reading comprehension assessment.

This year 96% of students who were recruited in August finished the year in LAMP, which is an increase of 94% from last year. This percentage is compared to a low of 44%, in previous years, when greater numbers of students failed to finish the school year in LAMP.

Percentile Ranks: Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance. The percentile rank corresponding to a given score indicates the percentage of a reference group obtaining scores equal to or less than that score. Percentile ranks indicate the relative standing of a student in comparison with students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks do not represent actual amounts of ability, nor do they represent equal units along the score scale.

Again this year, LAMP operated on a shortened school year, ending the after-school LAMP program in Mid May for Kapiolani and the end of May for the Kea'au Center.

LAMP aides and LAMP teachers worked until June 30, 2005.

The LAMP Centers covered in this report are located at the Kapiolani Elementary and Kea'au Elementary Schools.

READING COMPREHENSION

HAWAII DISTRICT LAMP CENTERS

FINAL EVALUATION: July 2004 – June 2005

READING COMPREHENSION OBJECTIVE: 70% of the project students will gain a minimum of 2 percentile points per year as measured by The Stanford Diagnostic Reading Test.

TABLE I: Table I present the results of the Stanford Diagnostic Reading Test.

The first column represents the total number of students who were administered the SDRT (Stanford Diagnostic Reading Test) at each center. The second column provides the number of students with both pre and post-test scores. Column 3 represents the number of students who achieved the reading comprehension objective of having gained a minimum of two (2) percentile points per year, and column 4 represents the percent of students who achieved the reading comprehension objective.

RESULTS:

With an average of 73%, the LAMP students achieved the reading comprehension objective of "70% of the students will gain a minimum of 2 percentile points per year as measured by the Stanford Diagnostic Reading Test," exceeding the objective by 3 points.

Kapiolani LAMP students at 64% achievement performed 6 points short of the objective of 70%.

The Kea'au LAMP students at 82% achievement exceeded the objective by 12 points.

The focus will continue to be to use the pretest scores of the SDRT to implement strategies and to monitor identified reading areas that need to be reviewed and reinforced as diagnosed at the beginning of the school year.

Please refer to Table I on page 6 for the complete SDRT Reading Comprehension results by centers.

Individual test results are located under the Individual Test Scores tab.

ACHIEVEMENT TEST SUMMARY OF LAMP CENTERS

LAMP FINAL EVALUATION 7/2004 - 6/2005

(SAT READING COMPREHENSION SCORES ONLY)

LAMP READING OBJECTIVE: 70% of the project students will gain a minimum of 2 percentile points per year as measured by the Stanford Achievement Test, Reading Comprehension Subtest.

	#1	#2	#3	#4
LAMP CENTERS	TOTAL NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WITH PRE/POST SCORES	TOTAL NUMBER OF STUDENTS MEETING READING OBJECTIVE	PERCENT OF STUDENTS MEETING READING OBJECTIVE
KAPIOLANI	25	25	16	64%
KEA'AU	31	31	25	82%
TOTAL	56	56	41	73%

TABLE 1

WRITING

HAWAII DISTRICT LAMP CENTERS

FINAL EVALUATION: July 2004 – June 2005

WRITING OBJECTIVE: 80% of the project students will attain 4.5 on the SAT Writing Assessment or gain one point in writing skills as measured by the Stanford Achievement Test Writing Assessment on a seven (7) point scale, one (1) being low

Using the SAT Writing Assessment procedures, the LAMP teachers and aides assessed the students' writing samples, once in September 2004, and again at the end of the school year using a seven point rating scale.

The SAT writing scale included the following criteria:

General Merit: Does the writer portray a clear picture with sufficient information? Do details tie together?

Ideas: Are they sufficient in number, in significance and relevance to the subject, and clear?

Organization: Are the ideas presented in an orderly and logical way?

Wording: Is wording appropriate, precise, and graphic?

Syntactic Structure: Are the sentences smooth, efficient, varied, and interesting?

In order to help the students develop and maintain a positive attitude toward writing, the LAMP staff members devised a variety of approaches toward writing. Anecdotes submitted in the monthly reports by the LAMP staff members from the different centers reflect how successful the teachers were in developing positive attitude among the LAMP students toward writing.

RESULTS:

At 98% the Hawaii District LAMP students were successful in meeting the writing objective of 80%, exceeding the objective by 18%. The Kapiolani and Kea'au students exceeded the objective by scoring at 100% and 97% respectively. Please refer to Table II on page 8 for the complete SAT writing results by centers.

**LAMP FINAL EVALUATION 7/2004 - 6/2005
HAWAII DISTRICT LAMP CENTERS**

LAMP WRITING OBJECTIVE: 80% of the project students will attain 4.5 on the SAT Writing Assessment or gain one (1) point in writing skills as measured by the Stanford Achievement Test Writing Assessment on a seven (7) point scale, one (1) being low.

	#1	#2	#3	#4	#5	#6
LAMP CENTERS	TOTAL NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WITH POST SCORES	NUMBER OF STUDENTS WHO ACHIEVED OBJECTIVE (4.5 STANDARD)	NUMBER OF STUDENTS WHO ACHIEVED OBJECTIVE (+1.0)	TOTAL NUMBER OF STUDENTS WHO ACHIEVED OBJECTIVE	PERCENT OF STUDENTS WHO MET OBJECTIVE
KAPIOLANI	25	25	16	9	25	100%
KEA'AU	30	30	23	6	29	97%
TOTAL	55	55	39	15	54	98%

TABLE II

**KEAUKAHA ORAL LANGUAGE TEST (KOLT)
LISTENING/SPEAKING**

HAWAII DISTRICT LAMP CENTERS

FINAL EVALUATION: July 2004 – June 2005

LISTENING/SPEAKING (KOLT) OBJECTIVE: 70% OF THE PROJECT STUDENTS WILL ATTAIN 4.5 ON THE Keaukaha Oral Language Test, or gain one (1) point in listening/speaking skills as measured by the KOLT on a seven (7) point scale, one (1) being low.

Each student selected for LAMP was assessed in September 2001 again in the spring using the Keaukaha Oral Language Test procedures. The students were individually given a stimulus to elicit a free flow of self-directed speech that was taped for later assessment by the LAMP teachers and aides. The LAMP teachers and aides assessed the students in three general areas: Overall speech, Grammar, and Phonology, on a seven-point scale.

The KOLT rating ranged from a low of 1 that indicated student's speech to be exclusively or almost exclusively Hawaii Island Dialect, to a rating of 4 to 5 where the speech is exclusively or almost exclusively Standard English.

The KOLT results as presented in Table III, give the total number of students tested, the number of students with post scores, the number of students who attained the 4.5 level, the number of students who gained 1.0 on the KOLT, the total number of students who achieved the listening/speaking objective and the percent of students who met the objective.

RESULTS:

The Hawaii District LAMP students at 98% have successfully achieved the speaking objective, exceeding the objective by 28 points.

The students from the Kapiolani and Kea'au LAMP Centers successfully attained this objective by achieving 97% and 100%, both centers exceeding the objective.

**LAMP FINAL EVALUATION 1/2004 - 6/2005
HAWAII DISTRICT LAMP CENTERS**

KOLT (KEAUKAHA ORAL LANGUAGE TEST) RESULTS

LISTENING/SPEAKING (KOLT) OBJECTIVE: 70% of the project students will attain 4.5 on the Keaukaha Oral Language Test, or gain one (1) point in listening/speaking skills as measured by the KOLT on a seven (7) point scale, one (1) being low.

	#1	#2	#3	#4	#5	#6
LAMP CENTERS	TOTAL NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WITH POST SCORES	NUMBER OF STUDENTS WHO ACHIEVED OBJECTIVE (4.5 STANDARD)	NUMBER OF STUDENTS WHO ACHIEVED OBJECTIVE (+1.0)	TOTAL NUMBER OF STUDENTS WHO ACHIEVED OBJECTIVE	PERCENT OF STUDENTS WHO MET OBJECTIVE
KAPIOLANI	26	26	22	4	26	100%
KEA'AU	32	32	24	7	31	97%
TOTAL	58	58	46	11	57	98%

TABLE III

MULTICULTURAL AWARENESS/ATTITUDE

HAWAII DISTRICT LAMP CENTER

Final Evaluation: July 2004 – June 2005

MULTICULTURAL/ATTITUDINAL OBJECTIVE: 80% of the project students will achieve 80% on the teacher made LAMP Teacher's Attitudinal Observation Worksheet or make an increase of 10% between the pre and post scores.

Using the Attitude Observation Worksheet, the LAMP teachers rated each LAMP student, once in September 2004 after observing each child, and again in spring to measure the students' change in attitude toward themselves and others in as many different situations as possible.. Teachers used a five-point scale, which ranged from a low of 1 to a high of 5. The teachers rated students on behaviors such as: accepts changes in routines, is helpful to others, completes homework during the assigned time, etc.

The Attitudinal Survey results presented on Table IV, page 12, give the total number of students tested, the number of students with pre and post test scores, the number of students who achieved the objective, the number of students who made no gain, the number of students who regressed and the percent of students who attained the objective.

RESULTS:

The results at 96% achievement indicate that the Hawaii District LAMP students have successfully achieved the multicultural/attitudinal objective, exceeding the objective by 16 points.

The Kea'au LAMP students at 100% achievement exceeded the objective by 20 points, and the Kapiolani LAMP students at 93% achievement exceeded the objective by 13%.

We will continue to focus our attention on helping the students develop a more positive self-concept because we feel that before students can concentrate on the academics, students need to feel sure about themselves and be comfortable about taking risks.

**LAMP FINAL EVALUATION 7/2004 - 6/2005
HAWAII DISTRICT LAMP CENTERS**

MULTICULTURAL/ATTITUDE SURVEY RESULTS

MULTICULTURAL/ATTITUDINAL OBJECTIVE: 80% of the project students will achieve 80% on the teacher made Attitudinal Survey or make an increase of 10% between the pre and post scores.

	#1	#2	#3	#4	#5	#6
LAMP CENTERS	TOTAL NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WITH POST SCORES	NUMBER OF STUDENTS WHO ACHIEVED OBJECTIVE	NUMBER OF STUDENTS WHO MADE NO GAIN	TOTAL NUMBER OF STUDENTS WHO REGRESSED	PERCENT OF STUDENTS WHO MET OBJECTIVE
KAPIOLANI	26	26	24	0	2	93%
KEA'AU	31	31	31	0	0	100%
TOTAL	57	57	55	0	2	96%

TABLE IV

SOCIALIZATION

HAWAII DISTRICT LAMP CENTERS

FINAL EVALUATION: July 2004– June 2005

SOCIALIZATION OBJECTIVE: 90% of the project students will improve in their socialization skills by 10% as determined by the administration of a teacher prepared LAMP teacher's assessment on the Student Socialization Evaluation.

Using a 26 item Student Socialization Evaluation, the LAMP teachers and aides recorded their perception of each student in the areas of social skills, signs of internalism, and in the area of cultural awareness, once in September 2001 and again at the end of the school year.

The summary on Table V, represents the total number of students from each center who were assessed using the survey, the number of students with pre and post test data, the number of students who met the socialization objective, the number of students who made no gain, and the percent of students who met the socialization objective.

RESULTS:

At 100% the Hawaii District LAMP students have successfully achieved the socialization objective, exceeding the objective by 10%.

**LAMP FINAL EVALUATION 7/2004 - 6/2005
HAWAII DISTRICT LAMP CENTERS**

SOCIALIZATION SURVEY RESULTS

SOCIALIZATION OBJECTIVE: 90% of the project students will improve in their socialization skills by 10% as determined by the pre/post administration of the teacher prepared by LAMP Teacher's Assessment.

	#1	#2	#3	#4	#5	#6
LAMP CENTERS	TOTAL NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WITH PRE/POST SCORES	NUMBER OF STUDENTS WHO ACHIEVED OBJECTIVE	NUMBER OF STUDENTS WHO MADE NO GAIN	TOTAL NUMBER OF STUDENTS WHO REGRESSED	PERCENT OF STUDENTS WHO MET OBJECTIVE
KAPIOLANI	25	25	25	0	0	100%
KEA'AU	29	29	29	0	0	100%
TOTAL	54	54	54	0	0	100%

TABLE V

PARENT CONTACT

HAWAII DISTRICT LAMP CENTERS

FINAL EVALUATION: July 2004 – June 2005

OBJECTIVE: 100% of the parents of participating students will be contacted by the staff at least four times during the school year.

All of the LAMP parents/guardians were contacted more than four times during the year.

Also, many LAMP parents and other family members were used as resource persons by the LAMP staff members during the LAMP sessions. As resources, parents and family members shared information about their cultures, their food, their values, their clothing, etc.

The purposes for involving parents and family members were to build pride in the students and among their family members regarding their culture, to improve the students' self-concept, and to demonstrate that parents are indeed the primary teachers of their children.

Parents were encouraged to call the LAMP offices and to drop in during the day to keep communication between school and the home open and flowing. Parent meetings were scheduled four times during the year by the LAMP teachers, for example, to provide suggestions to parents on how to encourage students to read; to have the students share their projects and performances with the parents; and to orient new parents to LAMP.

RESULTS:

The total number of unduplicated parental contacts made during the July 2004 through May 2005 for the two LAMP centers was 65; the total number of contacts was 3243. Table VI provides the total number of contacts made by each center, with a breakdown of contacts made in person, by telephone, and other.

**LAMP FINAL EVALUATION 7/2004 - 6/2005
HAWAII DISTRICT LAMP CENTERS**

PARENT CONTACT

OBJECTIVE: 100% of the parents of the participating students will be contacted by the staff at least four times during the school year.

	#1	#2	#3	#4	#5
LAMP CENTERS	PARENTS CONTACTS UNDUPLICATED	TOTAL NUMBER OF CONTACTS	IN PERSON	TELEPHONE	OTHER
KAPIOLANI	36	2019	916	599	504
KEA'AU	29	1224	704	520	0
TOTAL	65	3243	1620	1119	504

TABLE VI

INDIVIDUAL SCORES

FORM

J

LAMP YEAR 2004-2005

READING COMPREHENSION

[illegible]

SCHOOL/GR. KAPIOLANI GR. 4

LAMP YEAR 2004-2005

READING COMPREHENSION

[illegible]

FORM J

LAMP YEAR 2004-2005

READING COMPREHENSION

[illegible]

FORM J

LAMP YEAR 2004-2005

READING COMPREHENSION

[illegible]

PART II

FINAL REPORT: July 2004 – June 2005
LANGUAGE ARTS MULTICULTURAL PROGRAM
NARRATIVE: HAWAII DISTRICT

II. LANGUAGE ARTS DEVELOPMENT

1. Describe daily in-school (DOE) tutoring schedule including:

- a. Total number of students assisted from July 2004 through May 2005.

A total of 387 LAMP and non-LAMP students were serviced by the LAMP staff during the tutoring component of LAMP.

- b. Average number of students serviced weekly.

On the average, 373 students were serviced weekly by the LAMP staff in individual and group settings.

- c. Number of hours spent weekly in DOE classrooms.

The LAMP staff spent an average of 20 hours per week per teacher/aide in the DOE classrooms during the tutoring component of LAMP.

	Tot. # of Sts. Serviced	Av. # Sts. Wkly	Hs./Wkly Tutoring
Kapiolani	150	136	32
Kea'au	237	237	50

Average Number of Hours Per Teacher 20

d. Duties and responsibilities in the classroom.

Because the LAMP staff is directly responsible to the DOE teachers during the morning tutoring component of LAMP, the LAMP staff's duties varied depending upon the kind of assistance requested by the teachers. The LAMP staff's duties also varied depending upon his/her experiences and skills.

The LAMP teachers and aides assisted the DOE teachers in tutoring students in the language arts areas (especially in reading), in math, and in social studies. Sometimes the LAMP staff worked with individuals, sometimes with small groups, and occasionally with the entire class. The LAMP teachers and aides assisted the students by listening to them read, by answering and asking questions, by clarifying some concepts, and generally by giving the teachers and students support, etc.

The LAMP staff kept the classroom teachers informed about all aspects of the students with whom they were working.

KAPIOLANI LAMP: Our duties included providing one-on-one help to students. We were responsible for teaching small groups of students assigned to us by the DOE teachers. We assisted in all subject areas, helped supervise students during excursions and assisted in correcting papers and in doing other related work. We also assisted students with art projects, helped students handle glue guns, thermometers, compasses, and other delicate objects. We worked with students on a one-to-one basis for individualized intervention in reading and writing.

KEA'AU LAMP: The duties and responsibilities of the LAMP staff in the classrooms were to assist the DOE teachers in any way we could. The LAMP staff helped with one-on-one tutoring, supervision of students, teaching, grading, Xeroxing, etc. Sometimes the principal asked us to attend various meetings and workshops (i.e. Family Focus workshops or Direct Instruction training, etc.)

2. Are we helping in the DOE classrooms? How? If not, why?

LAMP benefits the students, the DOE teachers and the parents.

LAMP benefits the students because the LAMP staff provides tutorial services to all of the students in the DOE classrooms which is in addition to the LAMP period for LAMP students. The LAMP staff assists the DOE teachers work on assessing the students' needs so appropriate follow up activities can be provided to the students.

The DOE teachers benefit because when we assist in the classrooms we tutor all of the students. The DOE teachers can plan for homogeneous reading groups with the LAMP staff assisting in supervising some groups. The DOE teachers and the LAMP staff work closely by discussing concerns about students' needs, both academic and social. Other areas of collaboration are on planning field trips, student assessment, establishing student academic goals, etc.

The LAMP staff assists the parents by serving as the intermediary between the family and the DOE classroom teachers. Sometimes the LAMP staff contacts parents to make arrangements for parent-teacher conferences due to the busy schedule of the DOE teacher. Also, through participation in LAMP activities parents become more involved in the DOE school affairs. Parents have expressed gratitude as they notice their children becoming more independent and confident in themselves and in their work.

KAPIOLANI LAMP: We are indeed helpful in the DOE classrooms. We enabled the DOE teacher to be more effective and efficient with time because the LAMP staff was available to help those who needed extra help. The DOE teacher could then work with those who progressed at a faster pace without holding them back and without leaving the slower workers behind.

At times we acted as substitutes for teachers so they could attend short IEP (Individualized Education Program) meetings during regular school hours. We were also entrusted with teaching Mrs. Yamamoto's entire class once a week for one hour in social studies and current events.

The major strength of our program is the support we provide to the DOE teachers. The strengths of our assistance clearly were timely assistance, the ability to work with groups of students who needed extra help, and being an extra "hand" or "eye" to correct papers or to supervise students.

The only weakness of our assistance in the DOE classroom was the double-edged sword that by providing immediate assistance we were creating students to become dependent when our goal is to develop independent students. In order to discourage dependency, we passed out reward tickets to students who solved challenging problems independently. These tickets were used on Wednesdays to shop at our student operated LAMP Incentive Store. This helped to reinforce the LAMP goal of creating and fostering independent learners.

KEA'AU LAMP: The LAMP program has been very successful these past years because we spent most of the mornings in the DOE teachers' classrooms tutoring the 3rd and 4th grade students. We were therefore able to assess not only the needs of the LAMP students but the others as well. We knew what the students were learning in the classrooms and therefore knew how and what kinds of instruction were necessary during LAMP class.

There weren't too many weaknesses in the tutoring aspect of the program. The teachers were always appreciative of our help and depended on us to help them.

3. After school LAMP Language Arts Activities:

- a. Describe the typical LAMP Center schedule, from 2:15 p.m. to 5:00 p.m.

Generally, this is the schedule followed by most LAMP Centers with some modifications:

2:00 p.m. – 2:15 p.m.	(Kea'au) Snack time
2:15 p.m. - 3:00 p.m.	(Kapiolani/Kea'au) Homework, read, finish worksheet, work on laptop, problem of the day
3:00 p.m. - 3:10 p.m.	(Kapiolani) Snack/Story Time

3:10 p.m. - 3:50 p.m.	(Kapiolani/Kea'au) LAMP Activity Period, cultural activity, 5-W questions
3:55 p.m. - 4:00 p.m.	Clean up/Free Time
4:00 p.m. - 5:00 p.m.	Transport Students Home

Students are dismissed at 1:15 p.m. on Wednesday so Wednesdays were usually the days spent sharing, or performing short skits. Wednesdays were days for art projects, cooking demonstrations, and field trips.

During homework period, the LAMP teachers and aides monitored the students' understanding and completion of the homework assignments; during organized play, the staff members planned and supervised physical education activities while monitoring the students' socialization patterns and growth.

Students who completed their homework early or those with no homework practiced their handwriting and read (could be paired reading) before choosing an enrichment activity or special project. Students also worked on incomplete LAMP assignments, tutored fellow students and/or served as "helpers" to teachers.

The Language Arts Multicultural Activity period is the essence of LAMP. During this period, students were given opportunities to practice and to develop their language skills. LAMP teachers worked with students individually, in small groups, or with the entire class. Reading was continually being stressed and encouraged and the LAMP teachers were constantly reminded to read to the students on a daily basis and to give students the opportunity to read daily. It was during the LAMP Activity period that the LAMP teachers planned and implemented instructional activities.

KAPIOLANI LAMP: 2:00-3:00 Homework time. When the students did their homework, the LAMP staff provided one-on-one tutoring help. Those who did not have homework worked on SRA booklets, "Problem of the Day" that challenged students to think, read books of their choice, and/or played educational games. Other students worked on Reading Naturally, which is a reading comprehension and reading fluency program that incorporates listening to tapes followed by questions for students to answer. The multiple-choice format helped the students practice and become familiar with the Hawaii Standards Testing format.

3:00 -3:10 Snack time. While students were enjoying their snacks, they were given oral quizzes on multiplication facts or were asked review questions from previous days' lessons.

3:10-3:25 Story time. We read books that were often tied to the day's lesson. We asked relevant questions to test the students' listening and understanding of the story often ending with questions asking who, what, where, why and when questions.

3:25 -4:00. LAMP. We implemented lessons on writing, reading, math, multi-cultural activities, etc.

4:00 -4:40 Students were transported home, while those who needed to be picked up by parents waited in the room with supervision provided by Miss Rose.

4:40 -5:00 The LAMP staff completed daily attendance logs, parental contact logs, corrected papers and prepared for the following day.

On Wednesdays, when school ended at 1:00 p.m. we had the students perform short skits in front of the class, spent 15 minutes on current events and occasionally had a class jeopardy tournament to test the students recall of facts from prior LAMP lessons. We also planned art projects, cooking demonstrations and took field trips on Wednesdays.

KEA'AU LAMP:

2:00 - 2:05	Students drop off bags and line up
2:05 - 2:15	Snack time
2:15 - 2:45	Homework/Journal/Computer
2:45 - 2:50	Clean up
2:50 - 3:45	LAMP Lesson
3:45 - 4:00	Clean up, Students gather bags
4:00 - 5:00	Dismissal, Student Drop-off, Bus Return

- b. How is in-school assessment linked to LAMP activities.

KAPIOLANI LAMP: Our LAMP activities were often directly linked to in-school assessment. We often taught DOE lessons in LAMP whenever we observed a majority of students struggling in the classroom. For example, we observed many of the third and fourth grade students experiencing difficulty with fractions and with comparing fractions values. In the DOE classrooms, they used paper shapes that were cut into thirds, fourths, etc. to compare the fractions of different values. Students had difficulty because their paper cutouts were sometimes crooked and therefore led to wrong answers. After observing this, Mr. Hamakawa taught the students how to cross multiply to get answers. Using this method the confusion was reduced, the students' understanding improved and their grades improved.

Another example of linkage was when we observed students having difficulty in completing reading comprehension questions for their Scholastic News. Because they had difficulty finding key words and facts to answer the questions correctly, we taught a lesson in scanning. The students learned to read questions and to look for key words and they learned the process of eliminating the obviously wrong answers. This helped the students to more easily find key words and clues for the best answer. This lesson helped the students improve their speed and accuracy in finishing their Scholastic News. Jaydeen and Brayan improved from S-'s to S+'s and E's on the Scholastic News after our lesson on scanning.

In a nutshell, we tailor our LAMP lessons to help in areas where we observe students having difficulty in the DOE classroom.

KEA'AU LAMP: It was beneficial to have the LAMP teachers tutoring in the DOE classrooms every day because then we became aware of what the students were learning and where they needed assistance. We were able to plan LAMP lessons on what the students were learning in the classrooms we then bridged the topics from the DOE classrooms to LAMP. Being in the classrooms also benefited our program because we were able to observe the students' behaviors in the DOE classrooms where we found out where they needed help. It helped us to assess where the one-on-one assistance was necessary, etc.

- c. Evaluate some of the successful Language Arts activities.
Evaluate some of the non-successful Language Arts activities.

KAPIOLANI LAMP: Some successful language arts activities included the students' Animal Research Paper and the Planet Research Project.

One of our most successful language arts activities was the Group Planet Research Project. The students were grouped into three's and four's with each group assigned to a different planet. Earth and Pluto were not included in the research. Mr. Hamakawa went through the K-W-L process using Pluto as an example. The students first wrote questions about their assigned planet, then the students went to the library to do their research. After the research was completed, the students organized the information into topics about the planets such as their Physical features, historical/scientific data, and interesting facts. Finally, the students presented the results of their research in front of the parents. The students practiced scanning, researching, speaking, reading and writing during this project. It was a very challenging but rewarding project.

Another successful activity was the Animal Research paper. Each student was assigned to study an animal. The student's objective was to write a research paper that contained information about the animal: the habitat, the food it ate, physical characteristics, and interesting facts. The students began by writing questions about what they wanted to learn about their animals, then scanned and researched the materials that were available. They organized the information, wrote a rough draft, edited and revised their papers and finally wrote their paper. Some students enjoyed this project to such an extent that they continued working on it at home.

Another successful language arts activity was one on writing a persuasive letter to MTV "Pimp Our Ride", a program that fixes cars of people who are needy. We needed to convince the programmers to fix our van. The students all wrote excellent persuasive letters that were clear and with strong supporting statements to fix the van but unfortunately we did not get any results.

The Planet Research Project was a group project that could have been planned with more foresight. One of the problems we faced was when members of the groups had numerous absences and others began to complain that the absences were creating more work for those present. In spite of the complaints the students learned a valuable lesson about how people feel when someone is absent and the workload increase burdens those in attendance.

KEA'AU LAMP: An interesting lesson this year was on how to use chopsticks. We tied a story with the lesson by reading the book "How My Parents Learned to Eat" by Ina R. Friedman where one of the parents in the book learns how to eat with a chopstick. This led right into the lesson. We demonstrated how to hold the chopstick correctly, next we had the students practice, and finally we had the students pick up items using the chopsticks.

In another lesson we used Li Hing Mui with some of the tropical fruits in the islands. Mr. Ueda brought in a bunch of star fruits and tangerines, added the Li Hing Mui powder to them and had the students taste and compare that with a local snack that students were familiar with, the Li Hin Mui gummy bears and gummy worms. The objective of this lesson was to broaden the students' horizons beyond what they were familiar with.

Another successful activity was the egg in the bottle experiment. First we gave the students a quick overview of the basics of physics and how pressure can affect an object. We showed how a boiled egg can be sucked down into a bottle with a small mouth. The egg popped into bottle as the oxygen in the bottle is depleted and the exterior pressure becomes greater than the pressure in the bottle.

We also had the students prepare their own miniature chocolate pudding pies for the second time in order to test the students' ability to follow directions on a pudding box and have them follow the step by step instructions. The students enjoyed this activity and the pies.

We conducted other scientific demonstrations where we went through the scientific process: to hypothesize, experiment and conclude.

- d. List observable changes of attitude demonstrated by students: Re: Language Arts activities, e.g. homework, reading, writing, speaking,

KAPIOLANI LAMP: Many students improved in many different ways: Fourth grader Justin displayed significant improvement this year when compared to last year. Last year he was content to only finishing work without regard to accuracy but this year, he began to ask for extra work and problems when he was finished with his assigned work. Justin's grades improved from "C" or "S" average to making the honor roll list for three quarters in a row until he finally made the Principal's Honor Roll in the fourth quarter. Justin is now an independent student whose division skills is up to the 6th grade level. Justin is a real success story and is an example of how success breeds success.

Third grader Jeremy's work habits and attitude improved after our meeting with him and his mother. Gradually he experienced success as he began to finish his homework on time and with accuracy. He began to work hard on his writing assignment in October. His hard work paid off as he was only one of three students who received an "exceeds" paper in the Hawaii Writing Assessment rubric. He also improved his writing grade to an "E" and sustained it for the entire year.

KEA'AU LAMP: Third grader Jasmine is one of our most improved students. When Jasmine started in LAMP, Jasmine's disruptive behaviors had been affecting her grades. Her mother said that Jasmine had been talking back and swearing at home. We met and agreed that Jasmine should be monitored on a daily basis. We set attitudinal and academic goals for her, discussed her inappropriate behaviors in and out of school, and we went over her homework assignments. Eventually Jasmine's mother notified the teachers that her behavior at home improved.

Third grader Sharlene showed improvement in her reading comprehension. In the past, she had difficulty explaining the 5W's and formatting the story in proper sequence so Mrs. Kagawa, Sharlene's teacher, and the LAMP teachers placed Sharlene on 3rd grade level books. The LAMP teachers read along with

her and asked her questions about what she had read. She wrote the important information on note cards and positioned them in proper sequence. With practice, Sharlene was able to advance her reading to chapter books. She mastered the 5W's and the ability to sequence a story she had read. Sharlene is now able to understand her reading, and her DOE teachers said that she is doing well in reasoning and writing

III. MULTICULTURAL AWARENESS AND UNDERSTANDING

A. Describe observable changes of attitudes, communication and socialization

KAPIOLANI LAMP: Travis showed marked improvement in socialization in November. Prior to November, Travis seldom interacted with the LAMP staff or with his fellow students. After Mr. Hamakawa made a conscious effort to praise his work whenever it was merited, Travis realized that the LAMP staff took a personal interest in what he was doing and he started to become more sociable. He gradually participated in more class discussions so that by the end of the year, he volunteered to become a member of the cast in the "Stolen Beauty" a play that was performed in front of parents. Travis' grades went up as he sought help and received encouragement from his classmates.

Tiffany demonstrated a profound improvement in socialization in January. Prior to that she seldom engaged in conversation with other students or staff members. She opened up to the staff and to the other students when she wrote and shared a very personal New Year's resolution with Mr. Hamakawa. Although Tiffany was a multiple Principal's Honor Roll student, she stated in her resolution that her reading comprehension was not at grade level. She promised to work hard this year to reach grade level. Ever since she shared this very personal and candid desire, Tiffany began to talk more with the staff and the others.

Kamua demonstrated improvement in socialization this year when we tapped into his love for sports. Kamua is a tremendous athlete who plays competitive soccer, basketball and baseball. However, he seldom socialized with anyone in LAMP and in his DOE classroom. In spite of his love for sports, he often stayed on the sidelines when we had kickball on Fridays. His socialization improved after we assigned him the captain's position. He was hesitant at first in accepting the role but he relished it when the team cheered him on whenever it was his turn to kick. Since this experience, Kamua began talking with his seatmates when he was finished with his homework. He also lost his hesitancy to talk to us and ask for help. At the end of the year, he was one of the first to volunteer when we had speaking activities in front of the class.

KEA'AU LAMP: Darrel, a fourth grader has shown improvement in socialization. Last year, he was a quiet student, but this year he has blossomed and is able to answer questions when asked. He interacts more with the others in class.

Dennis, a third grader has made significant improvement in his academic work. He went from needing assistance every day to being able to complete his assignments entirely on his own. He has also shown an increased ability to think critically and to resolve problems independently. He even thought about whether or not it was really possible to speak into a soap bubble and have it hold and carry the voice around with it until it popped. His line of thinking impressed us.

Jade, a third grader is continuing to show improvement in socialization. He often volunteers as a student tutor for his classmates. At the beginning of the school year, he was very shy and alone a lot, but now he seems to be comfortable interacting with the other students.

Nick, a fourth grader, has been a good role model for our students because he has worked hard to achieve good grades, and was on the honor roll for the past three quarters. He tutored three students who needed help to complete homework assignments. Over a period of time these students improved in their reading, writing and comprehension. At present, these students have been completing their homework and are becoming independent learners.

B. List observable instances of student displaying knowledge, awareness, and appreciation of own culture.

KAPIOLANI LAMP

Manaola a third grader of Samoan descent demonstrated knowledge of her own culture by responding in the Samoan language when her DOE teacher told her "hello" and "how do you do" in Samoan. Ms. Kelly was practicing what she knew about the Samoan culture as her class was doing a lesson on sharing different cultures. Manaola's classmates were wide-eyed with awe at Manaola's ability to speak Samoan. Since this experience, Manaola has been eagerly sharing her culture in LAMP class.

Mark, a fourth grader who had just arrived from the Philippines had difficulty pronouncing names, especially Mr. Hamakawa. So Mark called Mr. Hamakawa "Mr. Makalala" which means "worry" in Filipino. Mr. Hamakwa knew what "makalala" meant and jokingly told Mark that his name should be "Mr. Wakang Makalala" which means "Mr. Don't Worry." Mark laughed and that led to a short conversation in Tagalog. After that incident, Mark opened up to the LAMP staff and to his fellow classmates.

KEA'AU LAMP: Scott, a fourth grader shared regularly aspects of his Filipino culture. He shared money, food, and some vocabulary words from the Philippines. Although he always seemed shy, he ended up sharing a lot with the class.

Dennis, a third grader showed his appreciation of his Hawaiian culture. Dennis learned to fish from his grandfather so he explained the different techniques to catch certain kinds of fish that he had learned. Dennis explained that moi favors muddy water because it can find food there and it can scavenge and hide from predators. On fishing trips, his grandfather taught him that if he caught too much fish to return some of the catch back to the sea and to keep only what he needed. Dennis appreciates his Hawaiian heritage.

C. Same as B above for other cultures

KAPIOLANI LAMP: Shanell a fourth grader of Filipino ancestry and Manaola a third grader of Samoan ancestry demonstrated knowledge and appreciation for the Japanese culture by introducing themselves in Japanese in front of the class. It had been a month since Mr. Hamakawa taught the class the lesson on introducing oneself in Japanese and when asked if anyone remembered how to do it, these two students bravely volunteered and did a good job. They pronounced each word correctly and they bowed correctly. We all cheered them on.

Jason and Justin demonstrated knowledge of the Chinese culture by doing introductions in Chinese. They remembered all the lines and pronounced the words correctly. When they were asked questions about China, they both answer all of the questions correctly.

KEA'AU LAMP: Angelica, a fourth grader, led the other 4th graders in our LAMP class to do the Hawaiian chant they had performed at the May Day program. She showed her appreciation for the Hawaiian culture through that chant (which included different hand motions and the use of an ipo). She was so focused and intense when sharing the chant that you could sense her heart was in presenting the message. She was a great pick as leader.

D. List observable instances of harmonious working relationships or hostilities

KAPIOLANI LAMP: Jason, a third grader received positive benefits from

intermingling with the other students. At the beginning of the year, Jason used to sit at his desk reading a book or drawing but after his LAMP classmate Austin asked him to play Legos, Jason began talking with Austin and the others. Since that day, Jason was unafraid to talk and socialized with the other students.

Kyle demonstrated significant improvement in social skills in October. Prior to that Kyle seldom talked to anyone and almost never raised his hand during class discussions. In October we saw him play blocks with Travis. This activity attracted others, and students started talking to Kyle and he to them. Since this incident, we have observed Kyle playing with boys and girls at PE or whenever he finished his homework.

KEA'AU LAMP: Liezel, a fourth grader was elected class vice president, which is evidence of her improved socialization. Last year, she was very shy and she didn't say much in class and was always quiet. It was a pleasant surprise to see her blossom and "spread her wings" among her schoolmates.

Jerome a third grader demonstrated improvement in socialization with the other students in LAMP. He talks more to the other students and seems more comfortable in class. He started befriending certain students in LAMP class who didn't have too many friends. He has also been helping other students with their homework as soon as he completed his own for the day.

IV. PARENT INVOLVEMENT

A. Describe attitudes (and changes if any) of parents in program

KAPIOLANI LAMP: Leah's parents showed definite improvement in their attitude when they began to participate actively in LAMP activities. Leah had been enrolled in LAMP for two years, yet the parents seldom attended meetings or class activities. This year, both parents volunteered to share their talents in Hawaiian music and dance with the class. The students loved these activities and participated with enthusiasm. Leah's parents were impressed by the students' good behaviors and the interest that they took in the activities. This experience changed their attitude and since then they have been attending all of the LAMP meetings and have served as chaperones on two excursions. Another result of the active participation by Leah's parents is that Leah's grades and attitude improved about the same time when her parents were taking interest in school and in LAMP.

Mrs. Galzote demonstrated a high level of involvement throughout the year. She taught the class about hair care but at the same time she emphasized the skills one needs as a hair stylist: that speaking, socialization and math skills were critical for her. Mrs. Galzote also made homemade Leche Plan after Mr. Hamakawa shared a multicultural lesson on Christmas foods around the world. The students were happy to actually eat the dessert instead of just imagining what it would taste like. Because of her involvement in school activities, Mrs. Galzote was respected when she chaperoned the class on excursions. Her two sons were also inspired by her high level of participation and as a result they worked hard enough to achieve the Principal's Honor Roll list at the end of the year.

Kyle's father never participated in LAMP activities until March. Mrs. Usui, Kyle's DOE teacher arranged a meeting between Kyle's father, the LAMP staff and herself because Kyle was not turning in his homework on time. After this meeting, Kyle's father kept in contact with LAMP at least two times a week to keep up on the progress of his son. As a result of his father's involvement, Kyle turned in more assignments, his grades improved and Kyle was encouraged to work harder.

KEA'AU LAMP: Liezel's mom has been very supportive as demonstrated by her daily visit to show her appreciation and acknowledgement of her daughter's progress in school. This year Liezel was elected class vice president and both she and her mother attribute Liezel's achievement to learning good work habits in LAMP.

B. Describe strategies used to involve parents. List failures and successes. Why?

KAPIOLANI LAMP: We made contacts four different ways to assure that parents received the message: we sent home written notices of our meetings; we told parents in person when we saw them; and we called parents to remind them. Finally, we told students to tell their parents to come to the meeting because we would show off their best work, or that their child was going to be performing. To increase interest and involvement of the parents, we always related something positive about their children whenever we made contact with them. We also mentioned problem areas and gave them specific ideas and suggestions on how they could help at home.

We also increased the level of involvement of parents by sharing progress reports about their child or about upcoming school activities, sometimes even before the school notices were sent out. Parents saw that we took their children's well being seriously and they increased their involvement and contact with us.

We did not experience any real failures that were within our control to involve parents, but unfortunately, some of our parents' work schedules prevented them from visiting the LAMP class, attending meeting and/or volunteering as chaperones.

However, we are pleased to report that every meeting was attended by more than 33% of all the parents which is better than our average attendance of 25% in previous years.

Next year, we will involve the students in our meeting agenda. In our final two meetings, the students presented a research paper and performed a skit. The children really wanted parents to attend since they were part of the meeting and thus encouraged parents to attend.

Therefore, the last two meetings attracted over 40% of our parents. We will continue to use this strategy.

We might have the parents vote via home notices for the best time for field trips and meetings to accommodate the parents' busy work schedule.

KEA'AU LAMP: We encouraged parent involvement by inviting them to visit class, to donate snacks or supplies, to chaperone field trips, and to share a lesson with the class. We also kept contact with parents when we dropped our students off at home, or whenever parents picked their children up from class. We usually gave parents verbal progress reports about their children and at the same time invited them to participate in our program. We always tried to balance negative comments with positive comments.

We usually informed our parents of our upcoming parent meetings whenever we saw them or by a written letter sent home by the students. A lot of our parents came in to pick up their children after LAMP, or we would see them when we dropped off their children after school, so we were able to keep in constant contact with parents.

C. List problems encountered, suggestions to alleviate or solve problem

KAPIOLANI LAMP: The main problem was not being able to have all of the parents involved in the same activity or meeting at the same time. To reduce this problem, we called parents to find out the best day and time for field trips and meetings but there never was a best day for the parents as a whole. However, approximately 50-60% of our parents attended our meetings. We also had a record 17 parents (65%) attend our LAMP meeting to hear their children's Animal Research Paper and to learn of LAMP activities in general. We have found that Wednesdays and Thursdays were the best days of the week for meetings. We are considering a requirement that parents attend all LAMP meetings or for parents to volunteer to share/teach once during the year.

KEA'AU LAMP: One of the biggest problems we encountered at Kea'au Elementary was that we didn't have enough aides assisting the teachers and students throughout the year.

V. OVERALL PROGRAM

A. List program strengths

KAPIOLANI LAMP: The major strengths of our program are: providing one-on-one assistance to underachieving students; flexibility in the program design to teach lessons using alternative/unconventional methods; the flexibility to teach other cultures; and the availability of a van for transportation.

We provided daily assistance in the DOE classrooms for students who required extra help. We were glad to have the opportunity to help more than 75 students in the DOE classrooms and the 27 identified students who were in LAMP to be given extra help in reading, writing, math, speaking, and to improve their social skills and attitude.

We worked in the classrooms of the entire 3rd and 4th grade levels at the Chiefess Kapiolani Elementary School. Because we know the school objectives and we know what the classroom teachers are teaching their students, we were able to help LAMP students after school by reinforcing and reviewing lessons that LAMP students may have had difficulty understanding.

Another strength is the flexibility that is granted to us in teaching our daily lessons. We extend our lessons to teach about other cultures and used different techniques to clarify math concepts. We are fortunate to have a van to use on field trips and to transport children home after LAMP.

KEA'AU LAMP: We were able to: 1) help students improve the speed, accuracy and comprehension of their reading 2) help teachers keep order in the classrooms 3) participate weekly in campus beautification 4) work together with the Kea'au Elementary School's Family Focus Team (reading program) 5) assist the school with their in-school activities (i.e. Sport's Day, Caught Being Pono program, Family Focus Team, etc.) 6) offer supplemental and academic assistance to students. We are a good bridge between parents and LAMP students.

B. List program weaknesses

KAPIOLANI LAMP: Although one of the strengths of the program is to provide one-on-one assistance, we may be developing dependent learners instead of working toward our objective of developing independent learners. This is one of the precautions that we need to be aware of. Therefore, we give verbal praise and recognition for those who solve problems on their own, we allow students who solved their problems independently the privilege of becoming the "teacher's assistant".

KEA'AU LAMP: 1) We often have too many students (average 28-30 students a day) coming in every day 2) The school bus provided for the LAMP students is too small (only big enough to accommodate 21 students) 3) We do not have enough money to spend at each school on supplies, equipment, snacks, a bigger bus, field trips, etc. 4) We don't have enough aides here to accommodate 10 teachers (five 3rd graders and five 4th grade teachers)

C. Documentation of Positive Results

KAPIOLANI LAMP: Jason, a third grader emigrated from the Philippines during the past school year. When he arrived, his English comprehension and fluency were limited but he worked hard and in the second quarter made the honor roll list, and in the fourth quarter made the Principal's Honor Roll list. Jason used to be shy speaking in front of the class but as he gained confidence in himself he eventually developed into a good speaker who entered the Big Island ESL speech Contest where he won first place among the third grade entrants.

At the beginning of the year Jeremy did not want to attend LAMP. He slowly started to get higher grades after attending LAMP regularly. He began to enjoy writing and developed a passion for writing. As a result he was one of four students in his class to have achieved an "exceeds expectations" score for the Hawaii Writing Assessment Test.

After many weeks of incomplete work and poor grades, Kyle

received exclusive attention daily from LAMP staff member Miss Rose. We also involved Kyle's parent and his teacher Mrs. Usui in helping Kyle to improve his work habits. He finally finished the year with no incompletes and his grades improved from nearly all N's and S-'s in the first two quarters to S+'s and E's by the third and fourth quarters. He also improved his SDRT Reading Comprehension stanine from 2 to 4.

- D. Give examples of student/parent demonstrating some characteristics of Internalism

KAPIOLANI LAMP: Nyree demonstrated internalism in May by writing a paper about the dangers of ice during her free time. Although she often avoided writing assignments she was internally motivated to write when a close family friend nearly lost her life to ice. She wrote in vivid detail about how her family friend lost her kids, how she was handcuffed and how she stole from her own family and how ice made her friend's teeth fall out. She also wrote about the severe impacts on health such as seizures and heart attacks her friend suffered at 19 years of age. Since this experience, she has been drawn to writing about social issues. She wrote about the consequences of teen pregnancy and child abuse.

Justin demonstrated internalism when he asked Mr. Hamakawa to teach him how to divide 3 and 4 digit numbers into trillions. After he learned to do those division problems, he asked for more problems to solve at home, and he was soon solving these problems all of the time. His passion for "hard" division problems spread and others wanted to do the "hard" division problems. At this time, Justin's grades improved as his 4th quarter grades were A's and B's.

Manaola demonstrated internalism in March when she fixed all of the students' boxes and organized all of the boxes so that they were neat and ready for use. She did this when she could have been relaxing and watching a video.

KEA'AU LAMP: After a year, Mr. and Mrs. Calso are still on track helping Justin with his assignments. They have been at Justin's

side as he did his homework even though they did not understand the assignment. They have been participating in meetings and school events.

Dennis exhibited behaviors that demonstrate internalism when he picked up rubbish or fallen materials off the floor. He made sure that the classroom chairs were placed on tables and reminded the class to clean up their areas. Dennis is a very good role model for students to learn classroom etiquette.

- E. What percentage (or number e.g. 20/26) showed signs of internalism?

KAPIOLANI LAMP: 26/26 or 100% of the students showed signs of internalism.

KEA'AU LAMP: 100% of our parents and students demonstrated internalism.

- F. Were program objectives met? Explain

KAPIOLANI LAMP: We have met the objectives in all areas except for the SDRT Reading Comprehension Test. The students were given the SAT Writing Test, the KOLT, and the SDRT Reading Comprehension Test. The teacher completed the Socialization and Attitudinal Survey for each student to determine if improvement had been made.

Reading Comprehension Objective: 70% of the project students will gain a minimum of 2 percentile points as measured by the Stanford Diagnostic Reading Test, reading comprehension subtest. 64% of the Kapiolani students met this goal.

Writing Objective: 80% of the project students will attain 4.5 on the SAT Writing Assessment or gain one (1) point in writing skills as measured by the Stanford Achievement Test Writing Assessment on a seven (7) point scale, one (1) being low. 100% of the class achieved this goal.

Speaking and listening Objective: 70% of the project students will attain 4.5 on the Keaukaha Oral Language Test, or gain one (1) point in listening/speaking skills as measured by the KOLT on a seven (7) point scale, one (1) being low. 100% of the class achieved this goal.

Socialization Objective: 90% of the project students will improve in their social skills by 10% as determined by the pre/post administration of the teacher prepared LAMP teacher's assessment of the Students Socialization Evaluation. 100% of the class achieved this goal.

Attitudinal Objective: 80% of the project students will achieve 80% on the teacher made Attitudinal Survey or make an increase of 10% between the pre and post scores. 92% of the class achieved this goal.

KEA'AU LAMP: Yes, we were able to meet our program objectives this year. We were able to increase the speed, accuracy and comprehension of each student's reading; improve their math skills, communication skills, and writing abilities. Also, we were able to really focus on several of our ESLL (English as a Second Language) students this year.

G. Make comments and recommendations about the program

KAPIOLANI LAMP: We feel we made significant and positive impact on the 3rd and 4th grade students at Kapiolani Elementary School, both in and out of the LAMP program. We provided assistance to the DOE teachers and students; we taught lessons in LAMP that complimented or augmented lessons taught in the DOE classrooms; we provided the opportunity for students to go on fun and educational excursions; our 4th graders served as models for the 3rd graders; and the 3rd graders were challenged to work on difficult lessons with the 4th graders.

We highly recommend that this program continue. This program helped 3rd and 4th graders who would have fallen through the cracks. They received assistance and were taught lessons that improved their skills in reading, writing, speaking and interacting with others.

KEA'AU LAMP: This is a very good program for students who want to improve in their reading, writing, math, or expand their multicultural learning. It would be good if there were a little more money so that we could afford to purchase more hands-on learning equipment (student microscopes or other science project materials) or books, a bigger school bus, etc. Other than that, this program has proven to be very successful.

TABLE VII
ADDITIONAL STATISTICS: HAWAII DISTRICT LAMP CENTERS
FINAL REPORT: JULY 2004 - JUNE 2005

	KAPIOLANI	KEA'AU	TOTAL
NUMBER OF PARENTS CONTACTED (UNDUPLICATED)	35	29	64
NUMBER OF NON-LAMP STUDENTS	125	216	341
NUMBER OF LAMP STUDENTS SERVED	25	31	56
NUMBER OF RESOURCE PERSONS UTILIZED	7	2	9
NUMBER OF EXCURSIONS	5	2	7
AVERAGE NUMBER OF STUDENTS TUTORED WEEKLY	136	237	373
AVERAGE NUMBER OF HOURS TEACHERS AND AIDES TUTORING PER WEEK	16/16	30/20	46/36

TABLE VIII

ADDITIONAL STATISTICS: HAWAII DISTRICT LAMP CENTERS

FINAL REPORT: JULY, 2004 - JUNE, 2005

	KAPIOLANI						KEA'AU						TOTAL					
	1/00 6/00	7/00 6/01	7/01 6/02	7/02 6/03	7/03 6/04	7/04 6/05	1/00 6/00	7/00 6/01	7/01 6/02	7/02 6/03	7/03 6/04	7/04 6/05	1/00 6/00	7/00 6/01	7/01 6/02	7/02 6/03	7/03 6/04	7/04 6/05
READING COMPREHENSION:																		
NUMBER MET OBJECTIVE	10	12	12	11	12	16	17	15	22	27	26	25	36	46	39	38	38	41
NUMBER WITH PRE/POST	22	19	20	20	21	25	26	20	25	28	28	31	59	61	54	49	49	56
PERCENT ACHIEVED	45%	63%	60%	55%	57%	64%	65%	75%	88%	96%	93%	81%	61%	75%	72%	78%	78%	73%
WRITING:																		
NUMBER MET OBJECTIVE	18	23	21	18	20	25	14	28	24	25	28	29	72	51	61	51	48	54
NUMBER WITH POST	24	28	22	21	21	25	30	31	25	29	28	30	77	71	66	58	49	55
PERCENT ACHIEVED	75%	88%	95%	86%	95%	100%	47%	90%	96%	86%	100%	97%	94%	72%	92%	88%	98%	98%
KOLT:																		
NUMBER MET OBJECTIVE	20	22	22	21	19	26	8	26	25	28	28	31	50	58	53	47	47	57
NUMBER WITH POST	21	25	22	22	20	26	29	29	25	29	28	32	68	66	58	48	48	58
PERCENT ACHIEVED	95%	88%	100%	95%	95%	100%	28%	90%	100%	97%	100%	97%	74%	88%	91%	98%	98%	98%
ATTITUDE:																		
NUMBER MET OBJECTIVE	20	23	20	20	20	24	31	25	25	29	28	31	65	61	54	48	48	55
NUMBER WITH PRE/POST	23	25	25	21	21	26	31	28	25	29	28	31	66	71	57	49	49	57
PERCENT ACHIEVED	87%	92%	80%	95%	95%	92%	100%	89%	100%	100%	100%	100%	98%	86%	95%	98%	98%	96%
SOCIALIZATION:																		
NUMBER MET OBJECTIVE	13	23	21	21	19	25	26	25	25	28	28	29	66	62	53	47	47	54
NUMBER WITH PRE/POST	23	26	25	21	21	25	32	28	25	28	28	29	66	67	54	49	49	54
PERCENT ACHIEVED	57%	88%	84%	100%	90%	100%	81%	89%	100%	100%	100%	100%	100%	93%	98%	96%	96%	100%

HONOR ROLL

KAPIOLANI LAMP HONOR ROLL 2004-2005

FOURTH QUARTER

Alvin Abadilla	Principal's Honor Roll
Wyatt Dudoit	Honor Roll
Justin Cascon	Principal's Honor Roll
Jason Galzote	Principal's Honor Roll
Shanelle Lessary-Picar	Honor Roll
Jeremy Nethon	Honor Roll
Manaola Pousima	Honor Roll
Tiffany Ramangmou	Principal's Honor Roll

Jason Galzote placed first in the Big Island Public School ESLL Speech Competition

FORMER LAMP STUDENTS:

Grade 6	Richelle Sipinga
Grade 7	Principal's Honor Roll Kathleen Gikbay
Grade 7	Kevi Ann Andrade Kelcey Berido Kristy Hamamoto
Grade 8	Tiffany Hoota Jaerick Salas Bruce Meyers
Grade 11	Ashley-Ann Enos

KEA'AU LAMP HONOR ROLL 2004-2005

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Grade 4	4.0			
	Principal's Honor Roll		Liezel Dela Cruz	Arman Navarro
				Angelica Panlasigui
Grade 4	3.5-3.99			
	Ridge Cabaccang	Mayrose Acupan	Michelle Calingangan	Mayrose Acupan
	Liezel Dela Cruz	Liezel Dela Cruz	Arman Navarro	Liezel Dela Cruz
	Talon Ota	Nick Pagtama	Nick Pagtama	Talon Ota
	Nick Pagtama	Angelica Panlasigui		Nick Pagtama
Grade 5	4.0			
	Principal's Honor Roll		Alyssa Areola	Justin Calso
			Justin Calso	
Grade 5	3.5-3.99	Treyven Ah Quin-Fely	Treyven Ah Quin-Fely	Treyven Ah Quin-Fely
		Justin Calso	Mahina Homalon	Alyssa Areola
		Stacia Young-Lopez		Mahina Homalon
		Alyssa Areola		

FORMER KEA'AU LAMP STUDENTS

Grade 6	4.0			
	Richard Handy Jr.	Richard Handy Jr.		
Grade 6	3.5-3.99			
	Megan Fujitake	Megan Fujitake		
	Kaysha Kamahale-Tingca	Jennifer Ucol		
	Jennifer Ucol			
Grade 7	4.0			
	Lovelyn Calingangan	Shawn-Andy Andrada		
		Lovelyn Calingangan		
	3.5-3.99			
	Shawn-Andy Andrada	Pualena Hauanio-Gibson		
	Rubylane Acupan	Adrian Medallia		
	Dianne Madamba	Dianne Madamba		
	Jennifer Fernandez			
Grade 8	3.5-3.99			
	Grace Agustin	Grace Agustin		
	Frenita Cabalce	Frenita Cabalce		
Grade 9	3.5-3.99		Scott Andrade	
			Nicole Hayashida	